

Batesburg-Leesville Middle

425 Shealy Road

Batesburg-Leesville, South

Grades	6-8 Middle School	
Enrollment	452 Students	
Principal	Mrs. Angela Rye	803-532-3831
Superintendent	Dr. J. Chester Floyd, Interim	803-532-4423
Board Chair	Billy Berry	803-532-3551

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

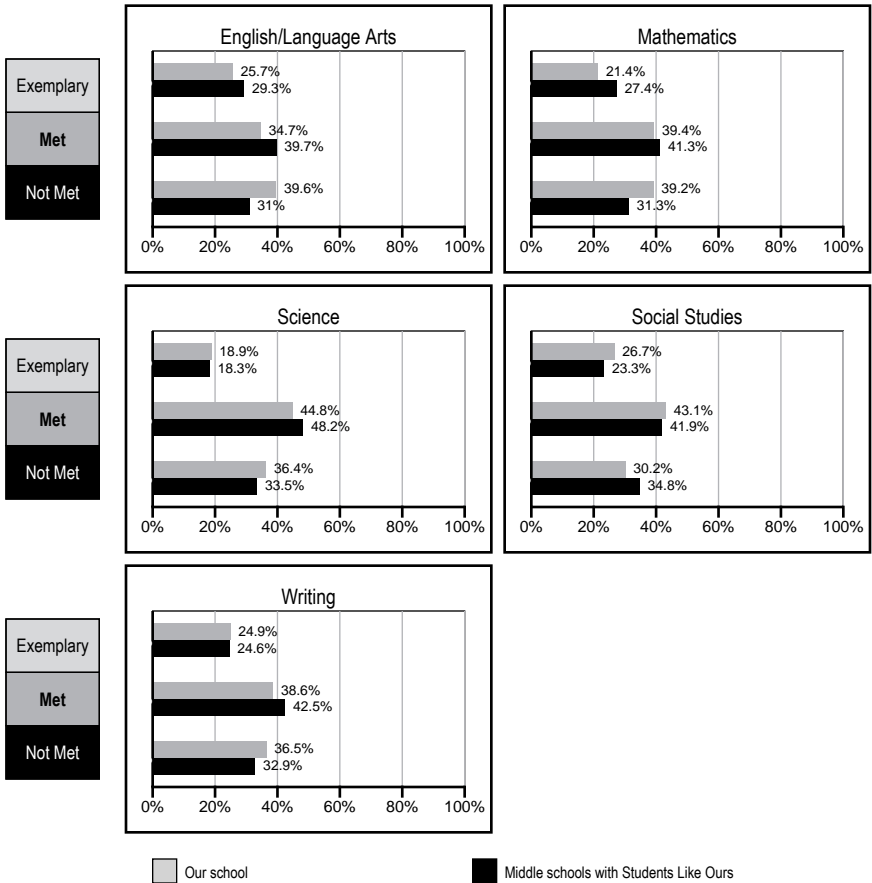
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	46	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.6%	97.1%
English 1	100.0%	94.7%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	98.8%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=452)				
Students enrolled in high school credit courses (grades 7 & 8)	38.9%	Up from 33.2%	22.6%	21.6%
Retention rate	2.5%	No Change	1.4%	1.2%
Attendance rate	95.3%	Down from 95.4%	95.7%	95.9%
Eligible for gifted and talented	17.4%	Down from 22.8%	15.8%	14.8%
With disabilities other than speech	11.0%	Down from 14.2%	14.1%	12.6%
Older than usual for grade	2.4%	Down from 4.9%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.4%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Up from 53.8%	55.6%	56.9%
Continuing contract teachers	63.2%	Down from 71.8%	76.7%	72.7%
Teachers with emergency or provisional certificates	5.3%	Down from 5.7%	3.6%	5.3%
Teachers returning from previous year	92.1%	Up from 88.1%	84.4%	82.9%
Teacher attendance rate	95.2%	Up from 91.9%	95.4%	95.2%
Average teacher salary*	\$46,652	Up 4.1%	\$46,493	\$46,599
Professional development days/teacher	9.2 days	Up from 5.5 days	11.1 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 13.6 to 1	20.7 to 1	20.1 to 1
Prime instructional time	89.7%	Up from 85.9%	90.2%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.1%	Up from 23.7%	97.5%	97.8%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$9,362	Up 10.6%	\$7,553	\$7,645
Percent of expenditures for instruction**	63.4%	Down from 66.2%	64.1%	63.4%
Percent of expenditures for teacher salaries**	59.2%	Up from 52.7%	59.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Batesburg-Leesville Middle School faculty worked extremely hard during the 2008-09 school year to provide a rigorous and student-centered learning environment. For the second year in a row, BLMS was awarded the Palmetto Silver Award for improvements in student performance on the P.A.C.T.

Our faculty embraced the professional learning community model for working together in content teams. Teachers planned collaboratively to provide common formative and summative assessments, implement Balanced Literacy, and utilized technology to enhance classroom instruction. We implemented the Positive Behavioral and Intervention Supports (PBIS) model to provide a common set of school wide expectations for students and teachers that included quarterly celebrations to recognize students and teachers for positive behaviors. Ms. Betsy McEwen, seventh grade language arts teachers, was selected as the 2009 Lexington School District Three Teacher of the Year. Our students continued to win recognition for their talents, both academic and artistic. Numerous students won awards in the VFW Essay Contest, Junior Scholar, Duke Tip, and Region Band opportunities. Our band students won first place in their division at the All-Star Music Festival in Orlando, Florida.

The expansion of our keyboarding offering to seventh graders added to opportunities for our students to earn high school credit. Our ITE course expanded offerings in the Project Lead the Way pre-engineering and robotics curriculum. This exciting addition allowed students to explore math, science, and technology careers they may wish to pursue further in high school. An environmental education grant written by Ms. Valerie Steen led to the formation of an environmental club. Club members worked to implement a paper recycling initiative throughout the school and plan to expand to plastic bottles in the coming year. Students also participated in several community outreach fundraisers including a faculty-student basketball game raising over \$3,000 for one of our teachers to assist in medical needs for a family member.

The faculty and staff of BLMS are committed to providing a learning environment that ensures student growth and support. Our challenges include the continued utilization of data to inform instruction, the further implementation of balanced literacy across all grade levels, and the development of a systematic, strategic intervention program. With the support and active involvement of the BLMS PTO, School Improvement Council, parents, and community, we look forward to continued growth and success in the coming school year!

Angie Rye, Principal
Paula Edwards, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	134	46
Percent satisfied with learning environment	91.9%	71.4%	78.3%
Percent satisfied with social and physical environment	91.9%	75.2%	69.6%
Percent satisfied with school-home relations	78.4%	81.5%	76.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	438	99.8	42	35.7	22.3	67.9	73.9	82.8	Yes	Yes
Gender										
Male	220	99.6	45	34.1	20.9	66.4	69.7	79.3	N/A	N/A
Female	218	100	38.8	37.4	23.8	69.4	78.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	220	99.6	27.1	38.1	34.8	81.9	87	89.5	Yes	Yes
African American	204	100	57.5	34.2	8.3	52.3	61.4	73.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	11	100	54.5	9.1	36.4	72.7	63.9	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	48	100	90.9	6.8	2.3	15.9	33	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	271	99.6	54.9	32.2	12.9	57.6	65.8	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	438	99.8	41.5	41	17.5	71.5	71.4	78.9	Yes	Yes
Gender										
Male	220	99.6	43.6	38.9	17.5	68.2	66.1	77	N/A	N/A
Female	218	100	39.3	43.2	17.5	74.8	76.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	220	99.6	26.2	47.1	26.7	86.2	87.3	87.2	Yes	Yes
African American	204	100	58	34.2	7.8	55.4	56	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	11	100	45.5	36.4	18.2	63.6	63.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	48	100	N/AV	N/AV	N/AV	15.9	25	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	271	99.6	54.9	37.3	7.8	59.2	60.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	299	98.7	35.2	45.4	19.4	64.8	58.6	67.5
Gender								
Male	145	97.2	37.8	40.7	21.5	62.2	53.5	67
Female	154	100	32.9	49.7	17.4	67.1	63.5	68
Racial/Ethnic Group								
White	146	98	20.3	47.8	31.9	79.7	76.8	79.5
African American	144	99.3	52.6	40.9	6.6	47.4	40.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	50	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	39	100	N/AV	N/AV	N/AV	16.7	19.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	50	59.6
Socio-Economic Status								
Subsided meals	186	98.9	47.4	40	12.6	52.6	44.3	55.1

Social Studies

All Students	299	99	29.4	43.4	27.2	70.6	70.1	72.3
Gender								
Male	150	98	27.7	40.4	31.9	72.3	70.2	71.5
Female	149	100	31.2	46.4	22.5	68.8	69.9	73.2
Racial/Ethnic Group								
White	157	98.7	18.2	42.6	39.2	81.8	83.5	80.7
African American	132	99.2	45.5	41.3	13.2	54.5	54.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	17.9	28.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.3	67.9
Socio-Economic Status								
Subsided meals	183	98.9	38.7	42.9	18.5	61.3	61.1	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	441	99.1	36.3	38.7	24.9	63.7	60.8	70.2	95.3	95.5
Gender										
Male	222	98.2	40.4	38.5	21.1	59.6	52.4	63.2	95.6	95.6
Female	219	100	32.2	38.9	28.8	67.8	69.4	77.5	94.9	95.5
Racial/Ethnic Group										
White	221	100	21.1	41.3	37.6	78.9	77.7	79.1	95.2	95.3
African American	205	98.5	52.6	36.1	11.3	47.4	44.7	57.6	95.3	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	88.6	94.8
Hispanic	11	100	54.5	27.3	18.2	45.5	44.4	62.6	96	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.1	96.1
Disability Status										
Disabled	49	95.9	N/AV	N/AV	N/AV	11.4	11.2	26.1	92.4	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	41.2	61.2	95.8	95.6
Socio-Economic Status										
Subsidized meals	271	98.9	48.1	37.6	14.3	51.9	49	58.9	94.6	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	37.2	39.8	23	62.8
	7	160	99.4	37.1	39.1	23.8	62.9
	8	160	100	50.3	29.4	20.3	49.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	100	37.2	45.1	17.7	62.8
	7	160	99.4	41.7	41.7	16.6	58.3
	8	160	100	44.4	37.3	18.3	55.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	96.7	44.6	48.2	7.1	55.4
	7	160	98.8	32	48.7	19.3	68
	8	79	100	34.6	37.2	28.2	65.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	98.3	11.1	59.3	29.6	88.9
	7	160	98.8	37.3	36	26.7	62.7
	8	81	100	26.7	46.7	26.7	73.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	116	99.1	31.3	40.2	28.6	68.8
	7	162	99.4	31.4	45.1	23.5	68.6
	8	163	98.8	44.9	31.4	23.7	55.1

Abbreviations for Missing Data

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